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Quality Progress Report (QPR)

For

Missouri

FFY 2023

QPR Status: Accepted as of 2024-03-05 22:52:18 GMT

The Quality Progress Report (QPR) collects information from states and territories (hereafter referred to as lead agencies) to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services.

For purposes of simplicity and clarity, the specific provisions of applicable laws printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text. The lead agency acknowledges its responsibility to adhere to the applicable laws regardless of these modifications.

The contents of this document do not have the force and effect of law and are not meant to bind the public in any way. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.

QUALITY PROGRESS REPORT

The Quality Progress Report (QPR) collects information from lead agencies to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services. Lead agencies are also required to report on their Child Care and Development Fund (CCDF) quality improvement investments through the CCDF Plan, which collects information on the proposed quality activities for a three-year period; and through the ACF-696, which collects quarterly expenditure data on quality activities.

The annual data provided by the QPR will be used to describe how lead agencies are spending a significant investment per year to key stakeholders, including Congress, federal, state and territory administrators, providers, parents, and the public.

Specifically, this report will be used to:

- Ensure accountability and transparency for the use of CCDF quality funds, including a set-aside for quality infant and toddler care and activities funded by American Rescue Plan (ARP) Act
- Track progress toward meeting state- and territory-set indicators and benchmarks for improvement of child care quality based on goals and activities described in CCDF Plans; and
- Understand efforts in progress towards all child care settings meeting the developmental needs of children
- Inform federal technical assistance efforts and decisions regarding strategic use of quality funds.

What Period Must Be Included: All sections of this report cover the federal fiscal year activities (October 1, 2022, through September 30, 2023), unless otherwise stated. Data should reflect the cumulative totals for the fiscal year being reported, unless otherwise stated.

What Data Should Lead Agencies Use: Lead agencies may use data collected by other government and nongovernment agencies (e.g., CCR&R agencies or other TA providers) in addition to their own data as appropriate. We recognize that lead agencies may not have all of the data requested initially but expect progress towards increased data capacity. The scope of this report covers quality improvement activities funded at least in part by CCDF in support of CCDF activities. Lead agencies must describe their progress in meeting their stated goals for improving the quality of child care as reported in their FFY 2022-2024 CCDF Plan.

How is the QPR Organized?

The first section of the QPR gathers basic data on the population of providers in the state or territory and goals for quality improvement and glossary of relevant terms. The rest of the report is organized according to the ten authorized uses of quality funds specified in the CCDBG Act of 2014:

- 1) Support the training and professional development of the child care workforce
- 2) Improve the development or implementation of early learning and development guidelines
- 3) Develop, implement, or enhance a quality rating improvement system for child care providers
- 4) Improve the supply and quality of child care for infants and toddlers
- 5) Establish or expand a lead agency wide system of child care resource and referral services
- 6) Support compliance with lead agency requirements for licensing, inspection, monitoring, training, and health and safety
- 7) Evaluate the quality of child care programs in the state or territory, including how programs positively impact children
- 8) Support providers in the voluntary pursuit of accreditation
- 9) Support the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development
- 10) Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry.

The Office of Child Care (OCC) recognizes that quality funds may have been used to address the coronavirus 2019 (COVID-19) pandemic. These activities should be reflected in the relevant sections of the QPR.

Reporting Activities Related to ARP Act Child Care Stabilization Grants

The ARP Act included approximately \$24 billion for child care stabilization grants, representing an important opportunity to stabilize the child care sector and do so in a way that builds back a stronger child care system that supports the developmental and learning needs of children, meets parents' needs and preferences with equal access to high-quality child care, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. Lead agencies must spend stabilization funds as subgrants to qualified child care providers to support the stability of the child care sector during and after the COVID-19 public health emergency. Please refer to the information memorandum [ARP Act Child Care Stabilization Grants](#) (CCDF-ACF-IM-2021-02) for further guidance on the child care stabilization grants made available through the ARP Act.

While the OCC has established a new data collection form, the ACF-901 – American Rescue Plan (ARP) Stabilization Grants Provider-Level Data, as the primary data collection mechanism for reporting related to ARP stabilization grants, Section 13 of the QPR asks about activities related to stabilization grants made possible through ARP funding. The OCC will inform lead agencies if the data reported through the ACF-901 is complete enough to warrant skipping Section 13 of the QPR. The following information is requested in Section 13:

- If the lead agency ran more than one grant program;
- How stabilization grants were used to support workforce compensation; and
- Methods to eliminate fraud, waste, and abuse when providing stabilization grants

Section 13 should be used to report on ARP Stabilization Grants ONLY. Other child care sustainability or stabilization grant programs established or ongoing using other funding mechanisms (i.e., CCDF or other supplemental funding e.g., CARES, CRRSA, ARP Supplemental Discretionary Funds) should be reported in Section 11.

When is the QPR Due to ACF?

The QPR will be due to the Administration for Children and Families (ACF) by the designated lead agency no later than December 31, 2023.

Glossary of Terms

The following terms are used throughout the QPR. These definitions can also be found in section 98.2 in the CCDBG Act of 2014. For any term not defined, please use the lead agency definition of terms to complete the QPR.

Center-based child care provider means a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless in care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "child care centers" and "center-based programs."

Director means a person who has primary responsibility for the daily operations and management for a child care provider, which may include a family child care provider, and which may serve children from birth to kindergarten entry and children in school-age child care.

Family child care provider means one or more individuals who provide child care services for fewer than 24 hours per day per child in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "family child care homes."

In-home child care provider means an individual who provides child care services in the child's own home.

License-exempt means facilities that are not required to meet the definition of a facility required to meet the CCDF section 98.2 definition of “licensing or regulatory requirements.” Associated terms include “legally exempt” and “legally operating without regulation.”

Licensed means a facility required by the state to meet the CCDF section 98.2 definition of “licensing or regulatory requirements,” which explains that the facility meets “requirements necessary for a provider to legally provide child care services in a state of locality, including registration requirements established under state, local or tribal law.”

Programs refer generically to all activities under the CCDF, including child care services and other activities pursuant to §98.50 as well as quality activities pursuant to §98.43.

Provider means the entity providing child care services.

Staffed family child care (FCC) networks are programs with paid staff that offer a menu of ongoing services and resources to affiliated FCC educators. Network services may include individual supports (for example, visits to child care homes, coaching, consultation, warmlines, substitute pools, shared services, licensing TA, mental health services) and group supports (for example, training workshops, facilitated peer support groups).

Teacher means a lead teacher, teacher, teacher assistant or teacher aide who is employed by a child care provider for compensation on a regular basis, or a family child care provider, and whose responsibilities and activities are to organize, guide and implement activities in a group or individual basis, or to assist a teacher or lead teacher in such activities, to further the cognitive, social, emotional, and physical development of children from birth to kindergarten entry and children in school-age child care.

1) Overview

To gain an understanding of the availability of child care in the state or territory, please provide the following information on the total number of child care providers.

1.1 State or Territory Child Care Provider Population

1.1.1 Total Number of Licensed Providers:

Enter the total number of licensed child care providers that operated in the state or territory as of September 30, 2023. These counts should include all licensed child care providers, not just those serving children receiving CCDF subsidies.

☒ Licensed center-based programs **1844**

☐ Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2023 ACF-800 data there were 1112 licensed center-based programs receiving CCDF funding. Please report the number of ALL licensed center-based programs operating in the state here, regardless of receipt of CCDF funding.

☒ Licensed family child care homes **578**

☐ Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2023 ACF-800 data there were 216 licensed family child care homes receiving CCDF funding. Please report the number of ALL licensed family child care homes operating in the state here, regardless of receipt of CCDF funding.

2) Supporting the training and professional development of the child care workforce

Goal: *Ensure the lead agency's professional development systems or framework provides initial and ongoing professional development and education that result in a diverse and stable child care workforce with the competencies and skills to support all domains of child development.*

2.1 Lead Agency Progression of Professional Development

2.1.1 Professional Development Registry:

Did the lead agency use a workforce registry or professional development registry to track progression of professional development during October 1, 2022, to September 30, 2023?

☒ Yes. If yes, describe: **The Lead Agency uses a professional development registry that is a data repository for the training and education information for licensed and regulated providers who work directly with children or youth. A new Missouri Professional Development (MOPD) system replaced the old outdated system on June 1, 2023. The new MOPD system improves data collection of the workforce and increases efficiencies related to professional development. Licensed and registered providers for child care subsidy are required to participate. Providers begin by obtaining a Missouri Professional Development Identification number (MOPD ID), which is a unique identifier assigned to each individual within the Missouri framework. This MOPD Id is used to track initial CCDF health and safety training requirements as well as ongoing professional development. Since an MOPD Id number follows the individual, their professional development records move with the individual throughout their career.**

☐ No. If no, what alternative does the lead agency use to track the progression of professional development for teachers/providers serving children who receive CCDF subsidy? Describe:

2.1.2 Participation in Professional Development Registry:

Are any teachers/providers required to participate?

☒ Yes. If yes, describe: **Licensed and registered providers for child care subsidy are required to participate.**

☐ No. If no, describe:

2.1.3 Number of Participants in Professional Development Registry:

Total number of participants in the registry as of September 30, 2023 **27,000**

2.1.4 Spending - Professional Development Registry:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☒ CCDF quality funds

☒ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☐ No

2.2 Workforce Development

2.2.1 Professional Development and Career Pathways Support:

How did the lead agency help teachers/providers progress in their education, professional development, and/or career pathway between October 1, 2022 and September 30, 2023 (check all that apply)? If selected, how many staff received each type of support?

☒ Scholarships (for formal education institutions) **1471**

☐ Financial bonus/wage supplements tied to education levels

☐ Career advisors, mentors, coaches, or consultants

☐ Reimbursement for training

☐ Loans

☐ Substitutes, leave (paid or unpaid) for professional development

☐ Other. Describe:

☐ N/A. Describe:

2.2.2 Spending - Professional Development and Career Pathways Support:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☒ CCDF quality funds
- ☒ Non-CCDF funds
- ☐ CARES funds
- ☒ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☒ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☐ No

2.3 Child Care Provider Qualifications

2.3.1 Number of Licensed Child Care Programs Qualifications:

Total number of staff in licensed child care programs with the following qualification levels as of September 30, 2023:

- ☐ Child Development Associate (CDA)
- ☐ Associate's degree in an early childhood education field (e.g. psychology, human development, education)
- ☐ Bachelor's degree in an early childhood education field (e.g. psychology, human development, education)
- ☐ State child care credential
- ☐ State infant/toddler credential
- ☒ Unable to report this data. Indicate reason: **Since the new registry launched in June 2023 and this information is not required to submit, MO has limited data to report. 1000 users reported having a CDA. When the Education Matrix launches later this year, MO will have better data to report. Staff are required to login to MOPD and connect to an employer, but by law we cannot require them to submit official/verifiable education or qualifications. All users will be ranked on the Education Matrix based on the qualifications they chose to submit on their MOPD profile. If the user chose to submit accurate and verifiable qualifications, they will be accurately categorized into the correct Education Matrix rank. The Education Matrix will automatically calculate users based on their degree field. When the Education Matrix is implemented later this year, the MOPD system can share data of users who chose to submit their qualifications.**

2.3.2 Number of Licensed CCDF Child Care Programs Qualifications:

Total number of staff in licensed CCDF child care programs with the following qualification levels as of September 30, 2023:

- ☐ Child Development Associate (CDA)
- ☐ Associate's degree in an early childhood education field (e.g. psychology, human development, education)
- ☐ Bachelor's degree in an early childhood education field (e.g. psychology, human development, education)
- ☐ State child care credential
- ☐ State infant/toddler credential
- ☒ Unable to report this data. Indicate reason: **Since the new registry launched in June 2023 and this information is not required to submit, MO has limited data to report. 1000 users reported having a CDA. When the Education Matrix launches later this year, MO will have better data to report. The Education Matrix data will also be able to break down if the employer of users is contacted for Subsidy and/or License**

2.4 Technical Assistance for Professional Development

2.4.1 Technical Assistance Topics:

Technical assistance on the following topics is available to providers as part of the lead agency's professional development system (can be part of QRIS or other system that provides professional development to child care providers):

- ☒ Business Practices
- ☐ Mental health for children
- ☒ Diversity, equity, and inclusion
- ☒ Emergency Preparedness Planning
- ☐ Other. Describe other technical assistance available to providers as part of the professional development system:

2.4.2 Spending - Technical Assistance for Professional Development:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☒ CCDF quality funds
- ☒ Non-CCDF funds
- ☐ CARES funds
- ☒ CRRSA Funds

☒ ARP Supplemental Discretionary

☒ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☐ No

2.5 Spending – Training and Professional Development

2.5.1 Spending – Training and Professional Development:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support the training and professional development of the child care workforce during October 1, 2022 to September 30, 2023? **\$19095411**

☐ Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

2.6 Progress Update

2.6.1 Progress Update – Training and Professional Development:

Supporting the training and professional development of the child care workforce

Measurable indicators of progress the state/territory reported in section 6.3.2 of the FFY 2022-2024 CCDF Plan.

CCAMO provides quarterly reports on various metrics related to the number of child care providers and customer contacts. CCAMO is working to collect the number of current child care staff to enter into the CDA program and the number to complete the program to report to the Lead Agency. In addition, those who complete the CDA program will be tracked for two years post completion to determine if they continue to work in the field of early childhood. The number of individuals completing online, on-demand trainings is tracked annually. Trauma Smart has an evaluation component that measures 10 CLASS Domains. Results of this evaluation will determine whether to continue or expand the program in future years. Several measures are in place for SAC grantees including the number technical assistance visits, completion of quality action plans, attendance at Youth Work Methods trainings, onsite Program Quality Assessment (PQA), annual youth, family, staff, and school surveys.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.3.2 of the FFY 2022-2024 CCDF Plan: **A significant amount of progress occurred in training and professional development.** DESE online/on-demand trainings provided 95,700 users with clock hour training. 575 individuals received T.E.A.C.H. CDA Scholarships and 896 afterschool professionals received Youth Development Credential scholarships. The Missouri Afterschool Network provided 70 afterschool program visits. Child Care Health Consultants provided 2,259 hours of professional development across the state on a variety of health issues. This is an increase of 498 Professional Development hours from the prior contract year. 1,756 child care professionals attended the annual Conference on the Young Years conference. 754 child care providers received business and management training and 2,473 child care providers received Conscious Discipline training. In Contract Year 2022 – 2023, 575 early care and education professionals were served through the CDA Scholarship Project. The categories of service were:

- Active and withdrawn (clock hour track) – 476 participants
- Renewal and Renewals Completed (clock hour track) – 25 participants
- Completed CDA (earning the credential takes 12 to 18 months on average so these are primarily individual who started their contract in 2021-2022) – 52 participants
- T.E.A.C.H. MISSOURI CDA (credit hour option) – 22 participants

Child Care Aware® of Missouri (CCAMO) administers a survey to CDA Scholarship Project participants who earn their Child Development Associate (CDA) credential in the prior year. The scholarship can take a variable amount of time to complete based on if the applicant is working full time or going to school full time. Surveys were sent to 182 participants who had completed their CDA at least 12 months prior. Of these, 139 (76%) opened the survey and 43 (31%) completed it. Contracted goals were met for CDA scholarships achieved.

3) Improving early learning and development guidelines

Goal: To ensure the lead agency has research-based early learning and development guidelines appropriate for children birth to age 12, including children with special needs and dual language learners that are used to inform practice and professional development.

3.1 Early Learning and Development Guidelines

3.1.1 Spending - Early Learning and Development Guidelines:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to improve early learning and development guidelines during October 1, 2022 to September 30, 2023?

☐ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on improving upon the development or implementation of early learning and development guidelines? \$

☐ Unable to report total amount spent. Indicate reason

Optional: Use this space to tell us any additional information about how funds were spent that is not capture in the item already reported:

☒ No

3.2 Progress Update

3.2.1 Progress Update - Early Learning and Development Guidelines:

Improving upon the development or implementation of early learning and development guidelines.

Measurable indicators of progress the state/territory reported in section 6.4.3 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

N/A

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.4.3 of the FFY 2022-2024 CCDF Plan:

N/A CCDF funds were not used to support the early learning and developmental guidelines in this fiscal year.

4) Developing, implementing, or enhancing a quality rating and improvement system (QRIS) and other transparent system of quality indicator

Goal: To ensure the lead agency implements a quality rating and improvement system, or other quality rating system, to promote high-quality early care and education programs.

4.1 Quality rating and improvement system status

4.1.1 QRIS or other system of quality improvement status:

Indicate the status and include a description of the lead agency's quality rating and improvement system (QRIS) or other system of quality improvement during October 1, 2022 to September 30, 2023?

☐ The lead agency QRIS is operating state- or territory-wide.

- General description of QRIS:
- How many tiers/levels? [insert number of tiers below as required and describe each tier and check off which are high quality]
 - Tier/Level 1:
☐ High Quality
 - Tier/Level 2:
☐ High Quality
 - Tier/Level 3:
☐ High Quality
 - Tier/Level 4:
☐ High Quality
 - Tier/Level 5:
☐ High Quality
 - Tier/Level 6:
☐ High Quality
 - Tier/Level 7:
☐ High Quality
 - Tier/Level 8:
☐ High Quality
 - Tier/Level 9:
☐ High Quality
 - Tier/Level 10:
☐ High Quality

- Total number of licensed child care centers meeting high quality definition:
- Total number of licensed family child care homes meeting high quality definition:
- Total number of CCDF providers meeting high quality definition:
- Total number of children served by providers meeting high quality definition:

[x] The lead agency QRIS is operating a pilot (e.g., in a few localities, or only a few levels) but not fully operating state- or territory-wide.

- General description of pilot QRIS (e.g., in a few localities, or only a few levels):
Missouri is currently developing a quality rating and improvement system called the Quality Assurance Report (QAR). QAR is designed to recognize the quality of early care and education programs throughout the state of Missouri, provide families with meaningful, relevant information about quality programs, and support programs through continuous quality improvement efforts.

The QAR child-centered framework is a clear vision for what each child in Missouri should experience in early care and education programs, regardless of age or setting with a focus on quality interactions, program structure, staff/professional standards, inclusive practices, and engagement.

The QAR structure will not focus on stars or rating levels. Early care and education programs will be recognized for their strengths and have choice in how they build quality through operational practices, responsive practices and quality interactions. Once quality indicators are achieved, programs will be designated as quality and will continue continuous quality improvement efforts. QAR will scale up in FY24 for statewide implementation.

The revised QAR structure will not be introduced to participants until April 2024. For the Oct 22-Sept 23 timeframe, no participating programs have a quality level designation and there are no tiers/levels.

- Which localities if not state/territory-wide? **N/A**
- How many tiers/levels? **0** [insert number of tiers below as required and describe each tier and check off which are high quality
 - Tier/Level 1:
☐ High Quality
 - Tier/Level 2:
☐ High Quality
 - Tier/Level 3:
☐ High Quality
 - Tier/Level 4:
☐ High Quality

- Tier/Level 5:
[] High Quality
- Tier/Level 6:
[] High Quality
- Tier/Level 7:
[] High Quality
- Tier/Level 8:
[] High Quality
- Tier/Level 9:
[] High Quality
- Tier/Level 10:
[] High Quality

- Total number of licensed child care centers meeting high quality definition: **0**
- Total number of licensed family child care homes meeting high quality definition: **0**
- Total number of CCDF providers meeting high quality definition: **0**
- Total number of children served by providers meeting high quality definition: **0**

[] The lead agency is operating another system of quality improvement.

- General description of other system:
- Describe assessment scores, accreditation, or other metrics associated with this system:
- Describe how “high quality” is defined in this system?
- Total number of licensed child care centers meeting high quality definition:
- Total number of licensed family child care homes meeting high quality definition:
- Total number of CCDF providers meeting high quality definition:
- Total number of children served by providers meeting high quality definition:

[] The lead agency does not have a QRIS or other system of quality improvement.

- Do you have a definition of high quality care?
[] Yes, define:
 - Total number of licensed child care centers meeting high quality definition:
 - Total number of licensed family child care homes meeting high quality definition:
 - Total number of CCDF providers meeting high quality definition:
 - Total number of children served by providers meeting high quality definition:

☐ No

4.1.2 Spending - Quality rating and improvement system status:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☐ CCDF quality funds

☒ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☐ No

4.2 Quality Rating and Improvement Systems participation

4.2.1 QRIS or other system of quality improvement participation:

What types of providers participated in the QRIS or other system of quality improvement during October 1, 2022 to September 30, 2023 (check all that apply)?

☒ Licensed child care centers

☒ Licensed family child care homes

☒ License-exempt providers

☒ Programs serving children who receive CCDF subsidy

☒ Early Head Start programs

☒ Head Start programs

☒ State Prekindergarten or preschool programs

☒ Local district-supported Prekindergarten programs

☒ Programs serving infants and toddlers

☒ Programs serving school-age children

☒ Faith-based settings

☐ Tribally operated programs

☐ Other. Describe:

4.3 Quality Rating and Improvement Systems Benefits

4.3.1 Quality Rating and Improvement Systems Benefits:

What types of financial incentives or technical assistance are available for providers related to QRIS or other system of quality improvement? Check as many as apply.

- ☐ One-time grants, awards or bonuses
 - ☐ Licensed child care centers
 - ☐ Licensed family child care homes
- ☐ On-going or periodic quality stipends
 - ☐ Licensed child care centers
 - ☐ Licensed family child care homes
- ☐ Higher CCDF subsidy rates (including tiered rating)
 - ☐ Licensed child care centers
 - ☐ Licensed family child care homes
- ☒ Ongoing technical assistance to facilitate participation in QRIS or improve quality of programs already participating in QRIS (or some other technical assistance tied to QRIS)
- ☐ Other. Describe

4.3.2 Spending - Quality Rating and Improvement Systems Benefits:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
 - ☒ Non-CCDF funds
 - ☐ CARES funds
 - ☐ CRRSA Funds
 - ☐ ARP Supplemental Discretionary
 - ☐ ARP Stabilization 10% set-aside
 - ☐ Unable to report. Indicate reason:
- ☐ No

4.4 Spending – Quality Rating and Improvement Systems

4.4.1 Spending – Quality Rating and Improvement Systems:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) related to QRIS or other quality rating systems during October 1, 2022 to September 30, 2023? **\$2072497**

☐ Unable to report total amount spent. Indicate reason

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

4.5 Progress Update

4.5.1 Progress Update – Quality Rating and Improvement Systems:

Developing, implementing, or enhancing a quality rating and improvement system (QRIS) or other transparent system of quality indicators.

Measurable indicators of progress the state/territory reported in section 7.3.6 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.
N/A

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.3.6 of the FFY 2022-2024 CCDF Plan:
QAR will scale up in FY24 for statewide implementation.

5) Improving the supply and quality of child care programs and services for infants and toddlers

Goal: Ensure adequate and stable supply of high quality child care with a qualified, skilled workforce to promote the healthy development of infants and toddlers. Please report on all activities funded by quality dollars and infant toddler set-aside.

5.1 Infant/Toddler Specialists

5.1.1 Infant/Toddler Specialists:

Did providers have access to infant/toddler specialists during October 1, 2022 to September 30, 2023?

☒ Yes

- Number of specialists available to all providers **16**
- Number of specialists available to providers serving children who receive CCDF **16**
- Number of specialists available specifically trained to support family child care providers **0**
- Number of providers served **47**
- Total number of children reached **2289**

☐ No, there are no infant/toddler specialists in the state/territory.

☐ N/A. Describe:

5.1.2 Infant/Toddler Specialists Supports Provided:

If yes, what supports do the infant/toddler specialists provide?

☒ Relationship-caregiving practices (or quality caregiving/developmentally appropriate practices)

☒ On-site and virtual coaching

☐ Health and safety practices

☐ Individualized professional development consultation (e.g., opportunities for or awareness on career growth opportunities, degreed/credential programs)

☒ Group professional development

☐ Family engagement and partnerships

☐ Part C early intervention services

☐ Mental health of babies, toddlers, and families

☐ Mental health of providers

☐ Behavioral Health

☐ Other. Describe

5.1.3 Spending – Infant/Toddler Specialists:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☒ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☐ No

5.2 Staffed Family Child Care Networks

5.2.1 Number and Description of Staffed Family Child Care Networks:

How many staffed family child care networks operated during October 1, 2022 to September 30, 2023?

☐ Number of staffed family child care networks:

- ☐ Describe what the network/hub provides to participating family child care providers:

☒ No staffed family child care networks operate in state/territory

5.2.2 Spending - Staffed Family Child Care Networks:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☐ Yes, if so which funding source(s) were used?

☐ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☒ No

5.3 Spending - Programs and services for infants and toddlers

5.3.1 Spending - Programs and services for infants and toddlers:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside), above and beyond to the 3% infant and toddler set-aside, to improve the supply and quality of child care programs and services for infants and toddlers during October 1, 2022 to September 30, 2023? **\$5182539**

☐ Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

5.4 Progress Update

5.4.1 Progress Update - Programs and services for infants and toddlers:

Improving the supply and quality of child care programs and services for infants and toddlers.

Measurable indicators of progress the state/territory reported in section 7.4.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

IECMH Consultants and ITSN Specialists conduct ITERS-3 and ECERS evaluations in order to measure progress of child care providers after participation in their services. Child care providers are also granted the opportunity to evaluate the IECHM Consultants and ITSN Specialists who are providing services. The Lead Agency is developing a process to collect and track the evaluation information and success rates of services in order to determine the success rate of such services.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.4.2 of the FFY 2022-2024 CCDF Plan:

The Infant Toddler Specialist Network (ITSN) provided three levels of service to strengthen capacity and improve quality for early care and education programs serving infants and

toddlers through on-site consultation, cohort training and targeted training. ITSN Specialists completed the Infant and Toddler Environment Rating Scale (ITERS) with child care centers enrolled in the project. ITSN Specialists conducted ITERS-3 evaluations to measure the progress of child care providers enrolled after the completion of services. Child care providers also evaluated specialists providing services. There were a total of 136 child care classrooms that completed a pre and post ITERS assessment. Of those 136 classrooms, 112 improved their ITERS-3 score. Not all classrooms received a Post-ITERS due to the short time involved in the project, change of staff at the child care center including director and/or infant and toddler teachers, classroom closure due to enrollment, and/or withdraw from the project. Programs were also provided onsite consultation, cohort training, and/or targeted training. On-site consultation was provided to eligible centers for up to four (4) to six (6) hours per week in the center meeting with directors and infant and toddler teachers. The lead agency is in the process of transitioning vendors to provide this service which has created a gap in services while the new vendors onboard staff. Along with the change in vendors to deliver the services, the lead agency is transitioning from the use of ITERS and ECERS to the Classroom Assessment Scoring System (CLASS). The use of CLASS focuses on adult-child interactions and making improvements using continuous quality improvement. The use of CLASS aligns with the lead agency's Quality Assurance Report which provides a streamlined and consistent message to child care providers across all quality supports.

6) Establishing, expanding, modifying, or maintaining a statewide system of child care resource and referral services

Goal: Lead agency provides: services to involve families in the development of their children, information on a full range of child care options, and assistance to families in selecting child care that is appropriate for the family's needs and is high quality as determined by the lead agency.

6.1 Spending – Child Care Resource and Referral Services

6.1.1 Spending – Child Care Resource and Referral Services:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to establish, expand, modify, or maintain a statewide CCR&R during October 1, 2022, to September 30, 2023?

☒ Yes, if so which funding source(s) were used?

☒ CCDF quality funds

☒ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to establish, expand, modify, or maintain a statewide CCR&R during October 1, 2022 to September 30, 2023? **\$15578606**

☐ Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent

☐ No

6.2 Progress Update

6.2.1 Progress Update – Child Care Resource and Referral Services:

Establishing, expanding, modifying or maintaining a statewide system of child care resource and referral services.

Measurable indicators of progress the state/territory reported in section 7.5.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. Data collected by is collected by the CCR&R agency, and submitted to the Lead Agency through periodic reporting, are used to measure progress, including subsidy eligibility, foster care status, age range, schedule of care, program type, and feedback on satisfaction of referral process. The CCR&R agency also collects data from child care providers to provide information on availability of care by program type, licensure status, accreditation status, and technical assistance given to child care providers.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.5.2 of the FFY 2022-2024 CCDF Plan: DESE, Office of Childhood contracted with Child Care Aware of Missouri to provide CCR&R services from October 1, 2022-September 30, 2023. A new contractor, United 4 Children, was awarded June 1, 2023 to provide CCR&R services for DESE, Office of Childhood and they provided services through September 30, 2023. The total number of online referrals from October 1, 2022 through September 30, 2023 was 4,792 with 265 of those for children with special needs provided by United 4 Children. The total number of referrals performed by staff via phone or email was 639. Out of the total online and phone and email referrals, the total number of children receiving/eligible for subsidy is 546. The total number of foster care children referrals is 395. Of the total referral searches, 1,033 were provided to 0-12 months, 702 were provided to one year olds, 1,264 to two year-olds, 1,143 to 3 to 5 year olds, and 517 to School Age Children. The schedule of care for referrals includes Full-time care of 30 hours a week or more. A total of 2,926 families searched for this care. Part-time care consists of less than 30 hours per week and a total of 886 families searched for this. Families who searched for weekends, extended hours, drop-in, or flexible care totaled 548. Families looking for overnight and/or 24 hour care totaled 276. A total of 452 families searched for before/after school care. There were 3,515 families that searched for child care centers, 2,938 for family child care, and 1,215 families for group home child care. In searching for child care, 215 searched for licensed programs. In addition to those areas, 1,066 of families searched for payment assistance, 115 families searched for child care programs that are accredited, 261 families for assistance with transportation and 155 families for programs with a curriculum. The number of families who provided feedback on the satisfaction of the referral process is 946, of those 877 reported they were satisfied with the referral search process or 92%. Note: The R&R contract no longer includes the community impact specialists that provide technical assistance and mentoring to child care professionals. The Networks have been removed. There is no training or coaching in the contract.

Child Care Aware of Missouri had a contract for child care resource and referral services through September 30, 2023. United 4 Children was awarded a new contract for child care resource and referral services on June 1, 2023. As part of this contract, there was a ninety (90) calendar day implementation period for the contractor to be fully operational with child care resource and referral services. Therefore, the period of time between June 1, 2023 and September 30, 2023 Child Care Aware of Missouri and United 4 Children provided child care resource and referral services as the contract transitioned to the new contractor.

7) Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards

Goal: To ensure child care providers maintain compliance with lead agency licensing, inspection, monitoring, and health and safety standards and training.

7.1 Complaints about providers

7.1.1 Number of Complaints about providers:

How many complaints were received regarding providers during October 1, 2022 to September 30, 2023? **1849**

7.1.2 Spending - Complaints about providers:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity (including maintaining a hotline)?

☐ Yes, if so which funding source(s) were used?

☐ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☒ No

7.2 Licensing Staff

7.2.1 Number of Licensing Staff:

How many licensing staff positions were there in the state or territory during October 1, 2022, to September 30, 2023? Number of staff **47**

7.2.2 Spending – Licensing Staff:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☐ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set aside
- ☐ Unable to report. Indicate reason:

☒ No

7.3 Health and Safety Standards Coaching and Technical Assistance

7.3.1 Coaching or technical assistance on health and safety standards as a result of inspection:

How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards as a result of an inspection or violation during October 1, 2022, to September 30, 2023? **Licensing: As our system currently stands, CCC does not have the capability to pull this data in a report form. Technical assistance is provided during inspections and investigations as applicable, and the TA provided is documented on the individual report. Moving forward, we are going to ask ITSD to create a report in our system to pull TA comments from MOCCIS inspections, if possible. This will not happen until well into 2024, if at all.**

7.3.2 Spending - Coaching or technical assistance on health and safety standards as a result of inspection:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☐ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☒ No

7.4 Spending - Compliance with health, safety, and licensing standards

7.4.1 Spending - Compliance with health, safety, and licensing standards:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards during October 1, 2022 to September 30, 2023? \$

☒ Unable to report total amount spent. Indicate reason: **No quality dollars spent.**

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

7.5 Progress Update

7.5.1 Progress Update - Compliance with health, safety, and licensing standards:

Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards.

Measurable indicators of progress the state/territory reported in section 7.6.3 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

The child care network support contractors collect a variety of data related to quality improvements. The improvement is measured through using a Quality Assessment Tool that is completed at time child care providers enroll and is updated quarterly. The Lead Agency is developing a process for regular evaluation of key measures of progress from the program (e.g. tracking the number of child care providers enrolled for services, the number of services received by the provider, and the percentage of improvement that child care providers achieve through the course of the technical assistance provided).

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.6.3 of the FFY 2022-2024 CCDF Plan: **The Child Care Collaborative Networks were established to provide on-site coaching and training services to strengthen the capacity and improve the quality of early care and education programs statewide. Statewide services include on-site coaching and training to meet the individual needs of teachers and/or child care providers and provide opportunities for networking. The Child Care Collaborative Networks strive to increase the knowledge and skills**

of child care providers when working with children and improve interactions between the caregiver and child in early learning programs throughout the state.

Due to a prolonged procurement process, the contractors for the Child Care Collaborative Networks were onboarding and training staff during the October 1, 2022-September 30, 2023 reporting period. Therefore, no assessments were completed before September 30, 2023.

The Infant Toddler Specialist Network (ITSN) provided training and coaching services to licensed and license-exempt child care centers serving infants and toddlers from October 1, 2022-December 31, 2022. The ITSN served 26 child care centers from October 1, 2022-December 31, 2022. ITSN provided 36 cohort trainings and 16 targeted trainings during the reporting period and a total of 22 Infant Toddler Environment Rating Scale (ITERS) assessments were provided.

8) Evaluating and assessing the quality of child care programs and services, including evaluating how programs positively impact children

Goal: Lead agency investment in effective quality improvement strategies using reliable data from evaluation and assessment

8.1 Evaluation and assessment of center-based programs

8.1.1 Evaluation and assessment of center-based programs:

What measure(s) or tool(s) were used to evaluate and assess the quality of and effective practice in center-based programs during October 1, 2022 to September 30, 2023?

- ☐ QRIS
- ☒ CLASS
- ☒ ERS
- ☐ FCCERS
- ☒ ITERS
- ☐ State evaluation tool. Describe
- ☐ Core Knowledge and Competency Framework
- ☐ Other. Describe
- ☐ Do not evaluate and assess quality and effective practice

8.1.2 Spending - Evaluation and assessment of center-based programs:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☒ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☐ No

8.2 Evaluation and assessment of family child care programs

8.2.1 Evaluation and assessment of family child care programs:

What measure(s) or tool(s) were used to evaluate and assess the quality of and effective practice in family child care programs during October 1, 2022 to September 30, 2023?

- ☐ QRIS
- ☒ CLASS
- ☐ ERS
- ☒ FCCERS
- ☐ ITERS
- ☐ State evaluation tool. Describe
- ☐ Core Knowledge and Competency Framework
- ☐ Other. Describe
- ☐ Do not evaluate and assess quality and effective practice

8.2.2 Spending - Evaluation and assessment of family child care programs:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☒ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☐ No

8.3 Spending - Evaluation and assessment of child care programs

8.3.1 Spending - Evaluation and assessment of child care programs:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on evaluating and assessing the quality of child care programs, practice, or child development during October 1, 2022 to September 30, 2023?
\$2072497

[] Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

8.4 Progress Update

8.4.1 Progress Update - Evaluation and assessment of child care programs:

Evaluating and assessing the quality of child care programs and services, including evaluating how programs positively impact children.

Measurable indicators of progress the state/territory reported in section 7.7.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

N/A

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.7.2 of the FFY 2022-2024 CCDF Plan:

As noted in the state plan, the Lead Agency does not currently have a finalized statewide system to measure the quality and effectiveness of child care programs. Missouri is currently piloting QAR that when expanded statewide will measure indicators of quality in Missouri's child care programs. During FY23, 200 programs with 698 classrooms participated in QAR which impacted 14,972 children.

9) Supporting child care providers in the voluntary pursuit of accreditation

Goal: Support child care programs and FCCs in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of quality

9.1 Accreditation Support

9.1.1 Accreditation Support:

How many providers did the lead agency support in their pursuit of accreditation (e.g., financial incentives, technical assistance with the accreditation process, coaching/mentoring by accredited programs) during October 1, 2022 to September 30, 2023?

- ☐ Yes, providers were supported in their pursuit of accreditation
- a. Licensed center-based programs
 - b. License-exempt center-based programs
 - c. Licensed family child care homes
 - d. License-exempt family child care homes (care in providers' home)
 - e. Programs serving children who receive CCDF subsidy
- ☒ No lead agency support given to providers in their pursuit of accreditation.
- ☐ N/A. Describe:

9.1.2 Spending – Accreditation Support:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

- ☐ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on accreditation during October 1, 2022 to September 30, 2023? \$

☐ Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent

☒ No

9.2 Progress Update

9.2.1 Progress Update – Accreditation Support:

Supporting providers in the voluntary pursuit of accreditation.

Measurable indicators of progress the state/territory reported in section 7.8.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

As of March 31, 2021, there were 213 child care subsidy providers who are accredited. When compared to the number in March 2019, of 243 child care subsidy providers who were accredited, Missouri has again experienced a decrease, indicating a loss in access to quality child care in the state's Child Care Subsidy program. While this reduction may be attributed to the COVID-19 pandemic, it may also be indicative of the limited resources available to support providers while they pursue accreditation. The Lead Agency is developing a system to track the number of incentives (e.g., rate enhancement) provided to child care providers and compare to the number of providers achieving accreditation. The long-term goal of the Lead Agency is to increase the annual number of accredited child care providers in the state of Missouri, which will require additional consideration and discussions about the types of incentives needed to increase the number of accredited child care providers.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.8.2 of the FFY 2022-2024 CCDF Plan: **When providers call in for assistance in becoming a subsidy provider, phone technicians provide information on accreditation including how to become an accredited provider and the rate enhancement. This will assist in the long term goal to increase the number of accredited child care providers.**

10) Supporting providers in the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development

Goal: Assist programs to meet high-quality comprehensive program standards relating to health, mental health, nutrition, physical activity, and physical development

10.1 High-Quality Program Standards

10.1.1 High-Quality Program Standards:

How did the state or territory help providers develop or adopt high quality program standards during October 1, 2022, to September 30, 2023?

- ☐ QRIS, check which indicators the lead agency has established:
 - ☐ Health, nutrition, and safety of child care settings
 - ☐ Physical activity and physical development in child care settings
 - ☐ Mental health of children
 - ☐ Learning environment and curriculum
 - ☐ Ratios and group size
 - ☐ Staff/provider qualifications and professional development
 - ☐ Teacher/provider-child relationships
 - ☐ Teacher/provider instructional practices
 - ☐ Family partnerships and family strengthening
 - ☐ Other. Describe:
- ☐ Early Learning Guidelines
- ☐ State Framework. Describe
- ☐ Core Knowledge and Competencies
- ☒ Other. Describe **Missouri's QAR recognizes that quality may look different in various programs and the system allows providers to choose the areas they wish to be recognized in. The only standard that is required of all programs is to meet minimum thresholds for teacher/child interactions using CLASS assessments. Beyond that, providers are able to set goals for improvement and coaches will work with them to achieve their goals. Missouri is moving away from using ERS tools.**
- ☐ N/A – did not help provider develop or adopt high quality program standards

10.1.2 Spending - High-Quality Program Standards:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☐ Yes, if so which funding source(s) were used?

☐ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support providers in the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1, 2022 to September 30, 2023? \$

☐ Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

☒ No

10.2 Progress Update

10.2.1 Progress Update - High-Quality Program Standards:

Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development.

Measurable indicators of progress the state/territory reported in section 7.9.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

In accordance with Missouri statute (§ 161.217, RSMo) at:

(<https://revisor.mo.gov/main/OneSection.aspx?section=161.217&bid=35248&hl=>)

<https://revisor.mo.gov/main/OneSection.aspx?section=161.217&bid=35248&hl=>, the Lead Agency is piloting a Quality Assurance Report with the goal of providing a continuous quality improvement process for early learning programs and to provide families with consumer

education about the quality of early learning programs. Information about the pilot is available at: (<https://dese.mo.gov/childhood/quality-programs/quality-assurance-report>)
<https://dese.mo.gov/childhood/quality-programs/quality-assurance-report>.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.9.2 of the FFY 2022-2024 CCDF Plan: **As stated in the state plan, Missouri is in the final stages of the QAR pilot. Beginning in the next fiscal year, we will begin recognizing programs that demonstrate quality and will be able to report on how many programs are in each phase of the QAR. The QAR framework will not focus on stars or rating levels. Programs will be recognized for their strengths and have choice in how they build quality through quality indicators including operational practices, responsive practices and quality interactions. Once high quality indicators are achieved, programs will be designated as quality and will continue continuous quality improvement efforts. The revised QAR structure will be introduced to participants in April 2024. There are no other activities to report.**

11) Other activities to improve the quality of child care services

Goal: To improve the quality of child care programs and services related to outcomes measuring improved provider preparedness, child safety, child well-being, or kindergarten-entry

11.1 Sustainability funding to child care providers

11.1.1 Sustainability funding to child care providers:

Did the state or territory continue to provide stabilization grants to child care providers using funds other than the American Rescue Plan (ARP) Act Stabilization funds during October 1, 2022 to September 30, 2023?

☐ Yes. If yes, describe and check which types of providers were eligible and number served.

☐ Licensed center-based programs

☐ License-exempt center-based programs

☐ Licensed family child care homes

☐ License-exempt family child care homes (care in providers' home)

☐ In-home (care in the child's own home)

☐ Other (explain)

☒ No.

☐ N/A. Describe:

11.1.2 Spending – Sustainability funding to child care providers:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☐ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☒ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☐ No

11.2 Data Systems Investment

11.2.1 Data Systems Investment:

Did the state/territory invest in data systems to support equitable access to child care (e.g., modernizing and maintaining systems; technology upgrades and data governance improvements to provide more transparent and updated information to parents; a workforce registry; updated QRIS systems; CCR&R updates; monitoring systems) from October 1, 2022 to September 30, 2023?

- ☒ Yes. Describe: **The Child Care Relief Funds team utilized a system called ProMo - a unique Google AppSheet managed by a vendor (BlueVector) - to accept, process, and pay out applications for funding from CCRF. ProMo provides updated information to the public for each of the relief fund activities. However, this is not a long term data storage solution.**
- ☐ No

11.2.2 Spending - Data Systems Investment:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

- ☒ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☒ CRRSA Funds
- ☒ ARP Supplemental Discretionary
- ☒ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

- ☐ No

11.3 Supply and Demand Analysis

11.3.1 Supply and Demand Analysis:

Did the state/territory conduct an analysis of supply and demand or other needs assessment to identify areas of focus to build supply or target funding from October 1, 2022 to September 30, 2023?

- ☒ Yes. Describe findings: **The following study was used to identify specific areas of need within Missouri in order to target the latest Start Up & Expansion grants specifically to**

child care deserts - 2022 Early Care & Education Needs Assessment (Table 2: Child Care Deserts by Region) at: <https://dese.mo.gov/media/pdf/2022-early-care-education-needs-assessment>.

In 2022 targeted needs assessment activities identified child care deserts in Missouri. The results of the child care desert analysis suggest that Missouri lacks the capacity to meet the child care needs of all children birth through five years, as well as that of working families. With 78% of Missouri's counties designated as child care deserts, increasing the number of available slots is clearly needed. There are nine counties where there is less than one slot for every ten children. Even when considering the identification of child care deserts using a more conservative definition (only including children under six with working parents), there are still 43% of Missouri counties designated as child care deserts. The availability of child care services is unevenly distributed across the state with greater capacity in metropolitan areas. The data from the needs assessment was used to target the latest Start Up & Expansion grants specifically to child care deserts - 2022 Early Care & Education Needs Assessment (Table 2: Child Care Deserts by Region) at <https://dese.mo.gov/media/pdf/2022-early-care-education-needs-assessment>

☐ No

11.3.2 Spending - Supply and Demand Analysis:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☐ Yes, if so which funding source(s) were used?

☐ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☒ No

11.4 Supply and Demand Initiatives

11.4.1 Supply and Demand Initiatives:

Did the state/territory implement initiatives designed to address supply and demand issues related to child care deserts and/or vulnerable populations (such as infants and toddlers, children with disabilities, English language learners, and children who need child care during non-traditional hours) during October 1, 2022 to September 30, 2023? Check all that apply.

- ☐ Child care deserts
- ☐ Infants/toddlers
- ☐ Children with disabilities
- ☐ English language learners
- ☒ Children who need child care during non-traditional hours
- ☐ Other. Describe:

11.4.2 Spending - Supply and Demand Initiatives:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☒ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☐ No

11.5 Provider Compensation and Benefits

11.5.1 Spending - Provider Compensation and Benefits:

What compensation and benefits improvements did teachers/providers receive between October 1, 2022 and September 30, 2023 (check all that apply)? If indicated, how many providers received each type of support?

☒ Financial bonuses (not tied to education levels) **1510**

- ☐ Salary enhancements/wage supplements
- ☐ Health insurance coverage
- ☐ Dental insurance coverage
- ☐ Retirement benefits
- ☐ Loan Forgiveness programs
- ☐ Mental Health/Wellness programs
- ☐ Start up funds
- ☐ Other. Describe:
- ☐ N/A. Describe:

11.5.2 Spending - Provider Compensation and Benefits:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☒ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☐ No

11.6 Spending – Other Activities to Improve the Quality of Child Care Services

11.6.1 Spending – Other Activities to Improve the Quality of Child Care Services:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on other activities to improve the quality of child care services during October 1, 2022 to September 30, 2023? \$

☒ Unable to report total amount spent. Indicate reason: **There are no other activities to report.**

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

11.7 Progress Update

11.7.1 Progress Update – Other Activities to Improve the Quality of Child Care Services:

Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry.

Measurable indicators of progress the state/territory reported in section 7.10.1 of the 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

The Lead Agency funds the ParentLink WarmLine/GrandFamily Program that provides quality parenting information, materials, and other resources such as research-related literature, educational brochures, and lending library items, as well as services such as outreach activities and support groups. The goal of these services is to proactively strengthen and support Missouri's families and communities. The WarmLine is an 800 number for the general public to contact for information. The ParentLink WarmLine/GrandFamily Program is open Monday-Friday 8:00 AM-10:00 PM and 12:00 PM –5:00 PM Saturday and Sunday and it maintains an answering system for customers to leave a message, if staff is on another call or if calls are received outside of business hours. WarmLine staff return all messages and e-mails within one business day. Indicators to measure the program include the number of contacts made to the WarmLine (mail, email, in-person, text, Facebook/Skype), which was 185,972 in Fiscal Year 2019, an increase from 153,699 in Fiscal Year 2018. A second indicator to measure the program is the total the number of children impacted by the use of the WarmLine (through contacts with Parents/Caregivers), which was 3,177 in Fiscal Year 2019, a decrease from 3,528 in Fiscal Year 2018. A third indicator to measure the program is the number of outreach materials provided to consumers of the WarmLine (Hosted events, Presentations, Promotional – not mailing, Email Listserve Outreach, Resource Table only), which was 52,609 in Fiscal Year 2019, a decrease from 210,701 in Fiscal Year 2018. Using relief funding, the Lead Agency will the Quality Assurance Report and assist providers and will provide funding for child care providers to obtain materials that will help meet the needs identified through onsite assessments.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.10.2 of the 2022-2024 CCDF Plan:

There are no other activities to report. ParentLink did not wish to continue the contractual relationship when it came up for renewal in June 2022.

12) Annual Report

Lead agencies must submit an annual report, as required at 45 CFR § 98.53(f) (4), describing any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on an annual review and assessment of serious child injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible.

12.1 Annual Report and Changes

12.1.1 Annual Report:

Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible. **Providers shall report all cases of death and serious injury that occur in the child care setting. They can access the online report at <https://apps.dss.mo.gov/ChildCareFraud/AddSeriousInjuryOrDeath.aspx>** The reports are reviewed by a member of the Program Integrity Team and referred out to the appropriate inspection team child care compliance, out of home investigative unit of the Children's Division, and/or the monitoring team. Cases are reviewed annually by the Program Integrity Team to identify trends that may require an update in health & safety requirements.

12.1.2 Annual Report Changes:

Describe any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on the annual review and assessment. **No changes were made.**

13) American Rescue Plan (ARP) Act Child Care Stabilization Grants

Goal: To ensure the lead agency implements an equitable stabilization grant program. The American Rescue Plan (ARP) Act included approximately \$24 billion for child care stabilization grants, representing an important opportunity to stabilize the child care sector and do so in a way that builds back a stronger child care system that supports the developmental and learning needs of children, meets parents' needs and preferences with equal access to high-quality child care, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. Lead agencies must spend most stabilization funds as subgrants to qualified child care providers to support the stability of the child care sector during and after the COVID-19 public health emergency. Section 13 should be used to report on ARP Stabilization Grants ONLY.

13.1 Multiple Grant Programs

13.1.1 ARP Act Stabilization multiple grant programs:

Did you run more than one grant program? If so, list the number of separate grant programs and describe their uses.

☒ Yes. Describe: **Retention of Child Care Staff** - Provide funds to child care providers to give incentives to child care staff members who have recently entered (e.g. within 6 months) and those who have remained in the industry throughout the pandemic (e.g. longer than 6 months) to support retention.

Paycheck Protection Program - Provide funding to help child care providers with payroll costs including benefits, mortgage interest, rent, utilities, worker protections costs related to COVID-19, and expenses for operations.

Sustain Operations for Licensed and Subsidy Contracted Programs - Provide incentive for child care programs who are registered to receive subsidy to support associated operating costs. Provider's payments based on time and attendance records in the state data system. Eligible providers will receive an additional monthly payment of \$100/child in subsidy program and \$200/child in subsidy + licensed program for each child attending the program in a given month.

Annual Training Costs - Provide funding to help child care providers with costs for annual training for child care staff members, including payroll costs to attend health and safety training, CPR/First Aid, and other required training.

☐ No

13.2 ARP Act Stabilization Grants workforce compensation

13.2.1 ARP Act Stabilization Grant strategies for workforce compensation:

Which of the following methods were used to support workforce compensation (e.g., bonuses, stipends, increased base wages, or employee benefits) with stabilization grants? (check all that apply)

- ☒ Targeted grants to support workforce compensation (no other allowable uses)
- ☐ Providing bonus funds to providers that increased child care staff compensation through stabilization grants
- ☐ Requiring a specific percentage or amount of stabilization grant funding go toward child care staff compensation increases. Percent or amount for staff compensation:
- ☐ Other (Describe):